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ABSTRACT

This paper describes the Chicago Area Directors of Student Teachers (CADST), formed in 1969 as an outgrowth of the Chicago Consortium, which was designed to initiate cooperation among institutions of higher education in the Chicago area. Members of CADST work together to share ideas and deal with issues relevant to working with preservice teachers. The organization currently involves 24 public, private, and parochial institutions. Membership is open to people at the institution who coordinate or direct field placements. If one of these people leaves their position, the institution may send a new representative. For many participants the crucial piece is having someone or a group who will mentor them through the process. CADST meets six times per year. This paper presents a background on CADST, describes the present organization, explains CADST's collaborative efforts, and discusses its structure and future. It also explains how to develop a coalition of supervisors. Attached are a sample letter for setting a meeting and the requirements for that day; a sample agenda; and a sample of host institutions. (SM)

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TEACHER AS ADVOCATE: A LOOK AT CADST - CHICAGO AREA DIRECTORS OF STUDENT TEACHING - PRO ACTIVE MODEL

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TEACHER EDUCATOR AS ADVOCATE:
A LOOK AT CADST -
CHICAGO AREA DIRECTORS OF STUDENT TEACHERS -
PRO ACTIVE MODEL

Background Information

The Chicago Consortium was formed in the 1960's to initiate cooperation among institutions of higher learning in the Chicago area. The records indicate the following institutions as members: Chicago State, Concordia, DePaul, Loyola, Mundelein, Northern Illinois, Northeastern Illinois, Roosevelt, St. Xavier, and the University of Illinois at Chicago. There were several subgroups that would meet on a regular basis and involved presidents, academic vice-presidents, public relations personnel, and admission coordinators. The agendas were to seek common problems and solutions. The executive director was Dr. John Beck.

The Directors of Student Teachers was an outgrowth of this Consortium. It was formed in November 1969 with five institutions represented. This group of individuals is the one that met and consistently worked together since its inception. They met six to eight times a year, compared to the Chicago Consortium's meetings of twice a year. The members of the initial student teacher's group were: Chicago State - Ray Lane; Concordia Teachers College - Elmer Arnst; DePaul -John Eyman; Loyola - Ernest Proulx; Northeastern Illinois - George Grimes & Richard Poorman; Roosevelt - Bernard Sherman.

The Directors believed that to be effective they needed to include members from the Chicago Board of Education and the Cook County Regional Office. Both of these groups eventually sent representatives to the meetings.

The members of this outgrowth Consortium group formed a cohesive unit in which there was an exceptionally high degree of respect and trust. Initially records indicate they sponsored a two-day workshop at Chicago State on Special Education. It was funded in part by the Chicago Consortium [parent group]. Additionally, they sponsored a summer school student teaching program. This activity, however, is now defunct.

This unique organization, from its onset, worked together to share ideas and deal with issues relative to working with preservice teachers (clinical and student teaching). The organization, at its original meeting dealt with issues that impacted their institutions and its student teaching populations. Its parent organization, the Chicago Consortium, formally disbanded in 1986 but the Directors of Student Teachers continued.

CADST - Present

The organization is today a viable one that involves twenty-four pubic, private, and parochial institutions. After much discussion consensus was reached to change its name to the Chicago Area Directors of Student Teaching. This name exemplifies the broad range of institutions now encompassing members that stretch from Barat College in northern Illinois to Lewis University at its southern end, not to forget the institutions that have resident supervisors from several downstate institutions. [See attached for membership]

Today, the membership comprises any and all individuals at an institution who are the coordinators or directors of the various field placements. If an individual leaves or resigns for some reason, the institution may send its new representative. The crucial piece to this for many of the coordinators / directors is that they have someone or a group who will *MENTOR* them through the process. Unless a colleague has been involved in student placement, there is no guidance only the undaunting challenge of paperwork and placements. Oft-times when the former director of an institution leaves there is no one there to assist in providing information about:

- How do I find placements?
- What are the regulations for placing students?
- How do you remunerate your cooperating teachers?
- What are the current state regulations?
- Why and when was a specific regulation passed by the state?
- Could I call on you if I need help answering questions?

These are just a few of the issues that arise. In today's fast changing educational market it is comforting to know that there are others in the area who can and are willing to assist. CADST members are and have been *MENTORS* long before the word became a "household" name and a buzzword in educational circles!

CADST conducts meetings as follows: September, October or November, December, January, [February out due to professional meetings], March, and April or May. This amounts to six times a year with one institution volunteering to be the host for a particular month. The membership does NOT pay a dues fee. Each institution takes a turn and hosts a meeting at its institution, provides a simple breakfast and lunch, covers the cost of the month's agenda mailings, and any documents that are needed for reproduction. Thus no membership fee is

charged, and everyone shares in the costs. Meetings are held on Friday mornings from 9:30 - Noon. This was found to be the best to accommodate our varying schedules.

CADST - Collaborative Efforts

The years have brought many changes and ideas to the organization, but it has stayed true to it original intent and philosophy. CADST is a body that:

- works and shares current certification information.
- is pro active and writes to the legislature / State Superintendent relative to issues pertinent to preservice teacher education.
- volunteers and sends representatives to sit on various state committees.
- reports and informs colleagues on current issues and upcoming problems and concerns.
- works toward the sharing of "best practice" in teaching.
- hosts state and local individuals to speak and inform them about the current state of education in Illinois. E.g. Dennis Williams, Illinois State Board relative to Teacher Recertification.
- represents its higher education institution by providing ongoing support to their respective Colleges and students by being pro active on important teaching issues.
- participates in local, state, and national professional organizations thereby being at the forefront of change as teacher educators and advocators.

These are just samples of CADST's joint efforts that have occurred over the past thirty years.

The issues that have become more apparent over the years regard CADST as more proactive, continually sharing ideas, and becoming better prepared to assist each other, the preservice students, their respective colleges, and the school community. These factors have created stronger bonds and provided greater unity of understanding among the institutions.

CADST - Structure and Future

The organization's structure is simple and is once again a shared collaborative effort. Roberts Rules of Order are followed, and the officers vary based on availability and our own by-laws. The following is the simple framework along with responsiblities:

- Chairperson / two year term only - sets agenda and conducts meeting
- Secretary / two year term(then becomes Chairperson) - records minutes and may send letters relative to pertinent professional and educational issues as indicated by the organization
- Membership / two years (may remain indefinitely) - publishes a handbook of addresses

It is important to note that CADST's agenda (see sample) is set by the body. As new issues arise they work together to immediately share. Even though we are in an age of computers and fast communication, one individual cannot keep it all together. Coordinators and Directors have many things on their plates, therefore, having twenty-four heads is definitely better than one. Being able to hear twenty - three opinions is better than hearing only one!

CADST has survived since its inception by the very nature of the individuals and their commitment to quality teacher education. They understand they won't always agree because that is the nature of people and the respective institutions they represent. They are united because they have one just cause – producing excellent teachers for the future. They can only do this if they are willing to share, listen, and compromise. This they do and have been able to do for the past thirty years.

It is CADST's long term goal that it succeed for another thirty years, hence it will continue with its philosophy of advocacy, sharing and learning. The coordinators and directors who follow will hopefully continue CADST's long standing policy of being an advocate for teacher educators and students. They will be aware of what was, what is, and what is yet to come based on who and what we are today!

How Can You Develop Your Coalition of Supervisors?

The development of your organization can begin by simply looking to colleagues within your area or state that have similar goals and needs. The key to all this is being available and making the time. We have provided you with a framework and the simple agendas we utilize. All of this takes time to develop and must be encouraged and nurtured. All you need is one person or one institution to start the ball rolling!

Our recommendations for you to consider as you begin to reflect on what you, your fellow colleagues, or institutions would like to do follow:

- ⇨ Create a coalition based on common goals.
- ⇨ Allow for flexibility and accommodations with respect to variances in positions on specific issues.
- ⇨ Allow for flexibility and accommodation of different levels of sophistication with respect to the influence process and finances within the participating organizations / universities.
- ⇨ At least one organization / university / individual must be invested in spearheading the formation of the coalition for a minimum of one year until membership commitments have been made.
- ⇨ Allow time before requiring a commitment to membership.
- ⇨ Consistent participation of the same representatives is desirable IF a "linkage" between the representatives and the coalition investment is to occur.
- ⇨ Communication between the coalition representatives and their respective organizations / institutions is of utmost importance. This must be stressed if the participants are to feel linked / connected to the coalition.
- ⇨ Since state organizations tend to meet infrequently during a year, it is important to have the coalition representatives set up a means of ongoing communication and input with their executive boards (Pultorak, etal, 1999).

This list indicates the possibilities and challenges one has in development of the coalition. The benefits to be reaped cannot be measured in one year, but will take time and commitment by all interested parties. It is worth the effort as one views the challenges in education today. We are in a fast paced educational mode and need the support and expertise of many. The public

is looking to us to have answers and we can provide some individually, but collectively we can add the broad base of our experiences and expertise. Utilizing what is already at your disposal as far as colleagues, will make the difference. It will help unite and provide the assistance we all need as teacher educators and for America's future.

The Report of the National Commission on Teaching and America's Future, September 1996, reported that we need to prepare teachers because they are important influences on today's youth. The creation of a collaborative built around this preparation and purpose will help meet the Commission's goals and challenges. The statement that *"Within a decade - by the year 2006 - we will provide every student in America with what should be his or her educational birthright: access to competent, caring qualified teaching in schools organized for success"* is truly a joint challenge. The organization and collaborative efforts of field supervisors toward the common goal of creating an infrastructure of assistance and sharing is imperative to teachers and teaching!

References:

Pultorak, E.G., Singer, R, and Brulle, A.. (1999) *Establishing coalitions to impact public policy: A necessity for the 21st century.* Washington, DC: ERIC Clearinghouse on Teacher Education, American Association of Colleges for Teacher Education. ED 429 069

Report of the National Commission on Teaching & America's Future. (1996). *What matters most: Teaching for america's future.* The National Commission on Teaching & america's Future, New York: NY.

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ATTACHMENTS

- ❑ Sample Letter for setting meeting and the requirements / needs for that day
- ❑ Sample agenda
- ❑ Sample of host institutions and their hosting of the meetings

August, 2000

Dear ,

Thank you for hosting the September 18 meeting of CADST. Enclosed you will find:

- the agenda; ; and
- mailing labels. [Enclosed]

These should be copied, not the labels, and sent to all members along with an invitation from Northern Illinois University, directions, and parking instructions for your campus.

On the day of the meeting you are responsible for the following:

- name tags;
- coffee / rolls at the beginning of the meeting; and
- luncheon arrangements. [Remember that members are willing to contribute to costs of the lunch.]

The general agenda overview is as follows:

- Members may begin arriving about 9:30 a.m.;
- Meeting begins at 10:00 with a welcome made by the host institution;
- Meeting ends at about 11:45 or 12:00; and
- Lunch is served following the meeting's end.

If you have any questions or concerns call me at my office [_____], or E-mail [_____].

Sincerely,

Marianne Murphy, CADST Secretary

Enclosures

CHICAGO AREA DIRECTORS OF STUDENT TEACHING

a professional organization of individuals dedicated to excellence in education

NORTHEASTERN ILLINOIS UNIVERSITY
5500 N. St..Louis Avenue
Chicago, IL 60625

September 22, 2000

AGENDA

1. Call to order / Ed Pultorak, Chair

2. Welcome by Host Institution / Janet Bercik & Dr. Nan Giblin

3. Approval of May 12, 2000 Minutes
4. Membership - Doris Gott [any additions / corrections]

5. Teacher Certification Issues: New Teacher - NBST / Dennis Williams, ISBE

6. Reports [updates] / Old Business [following will be on hold until November meeting]
   a. Field Experience incentives to schools / What should they be? What do you do? [survey]- Marianne Murphy

   b. General Education requirement removal issues / Sr. Mary Kremer

   c. Placement issues [ongoing discussion as needed] / diversity & requirement

   d. Update on CPS / new representative [yet to be announced

   e. Progress report [Alternative Certification Programs]

7. New Business / Discussion
   - Job Fair report / Janet Bercik, Sr. Mary Kremer, Carole Rothberg

8. Future Agenda Items
   - University preparations for the new certification
   - Teachers and the Law! //CEU possibility?? Dr. John Beck discussion

9. Adjournment / Lunch

Future meetings: *November 3 = CSU - Ramona Choos;* *December 1 = DePaul - Marianne Murphy*
January 26 = SIU & WIU - Ed Pultorak & Carole Rothberg;
March = Barat College - Rochelle Singer; May 11 = Dominican - Sr. Mary Kremer
September 2001 = WIU & EIU - Carole Rothberg & Erma Williams

Dr. Edward Pultorak, Chair / SIU Suburban Chicago Center, Joliet, IL 60435 / 815-722-5327/ pultorak@siu.edu

CHICAGO AREA DIRECTORS OF STUDENT TEACHING: HOST INSTITUTIONS RECAP*									
Name	Sept	Oct/Nov	Dec	Jan	Feb	March	April	May	June
Concordia	1991	1993						1997 2000	
Loyola		1991							
Chicago State		2000	1991 1992 1994			1994			
St. Xavier	1993 1995 1997			1999	1992				
Roosevelt			1994			1992		1999	
Lewis			1995	1994			1992		
College of St. Francis						1996 1998	1994	1992	
Northern	1992 1998	1995				1994			
National-Louis		1992		1998 2000				1995	1994
Barat			1997		1993			1996	
DePaul			1996 1998 2000	1995		1993			
Illinois Benedictine						1999	1993 1995		
Eastern	2001							1998	1992
Western	2001			2001				1998	1993
Governors State		1996	1993 1994						
Aurora	1994								
Northeastern	1999 2000			1992		1997			
Dominican		1997						2001	
U. Illinois @ Chicago				1997					
North Park University	1996	1998							
Lake Forest				1996		2000			
School of the Art Institute						1995			
Chicago Consortium of Colleges & Universities		1999							
CPS			1999						
Southern IL				2001					
Wheaton College							2001?		

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